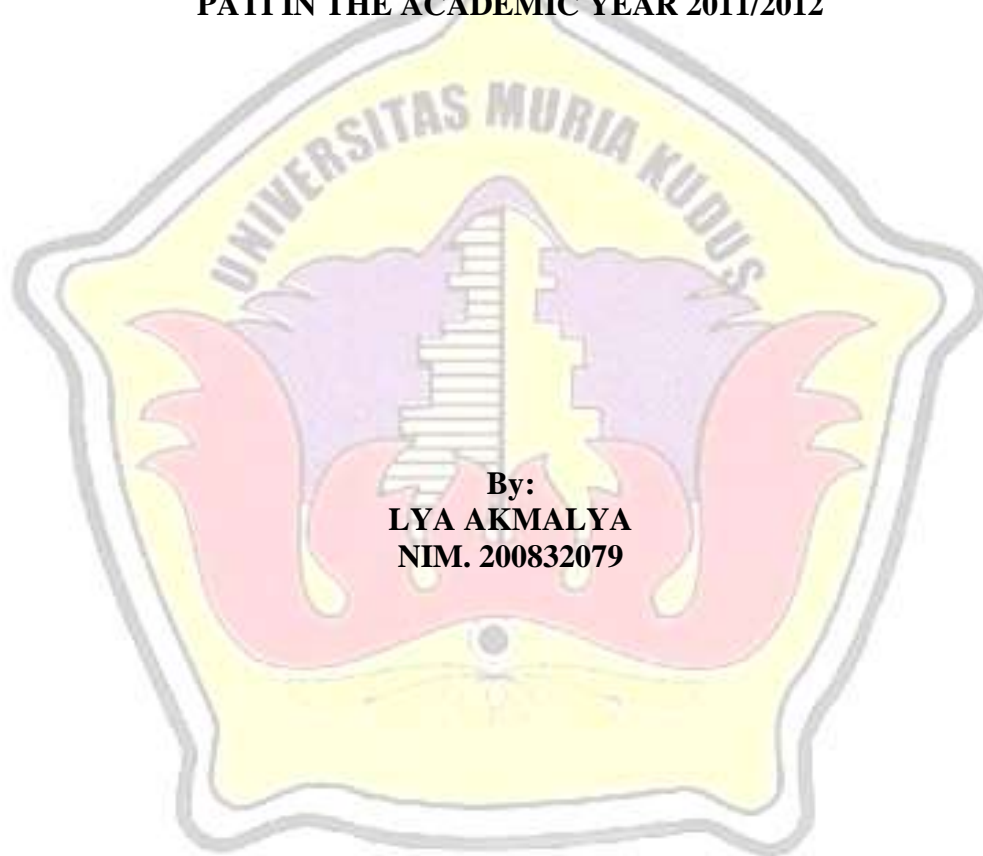




**THE ANALYSIS OF FORMATIVE TEST PREPARED BY THE ENGLISH  
TEACHER FOR SEVENTH GRADE STUDENTS OF SMPN 2 KAYEN  
PATI IN THE ACADEMIC YEAR 2011/2012**



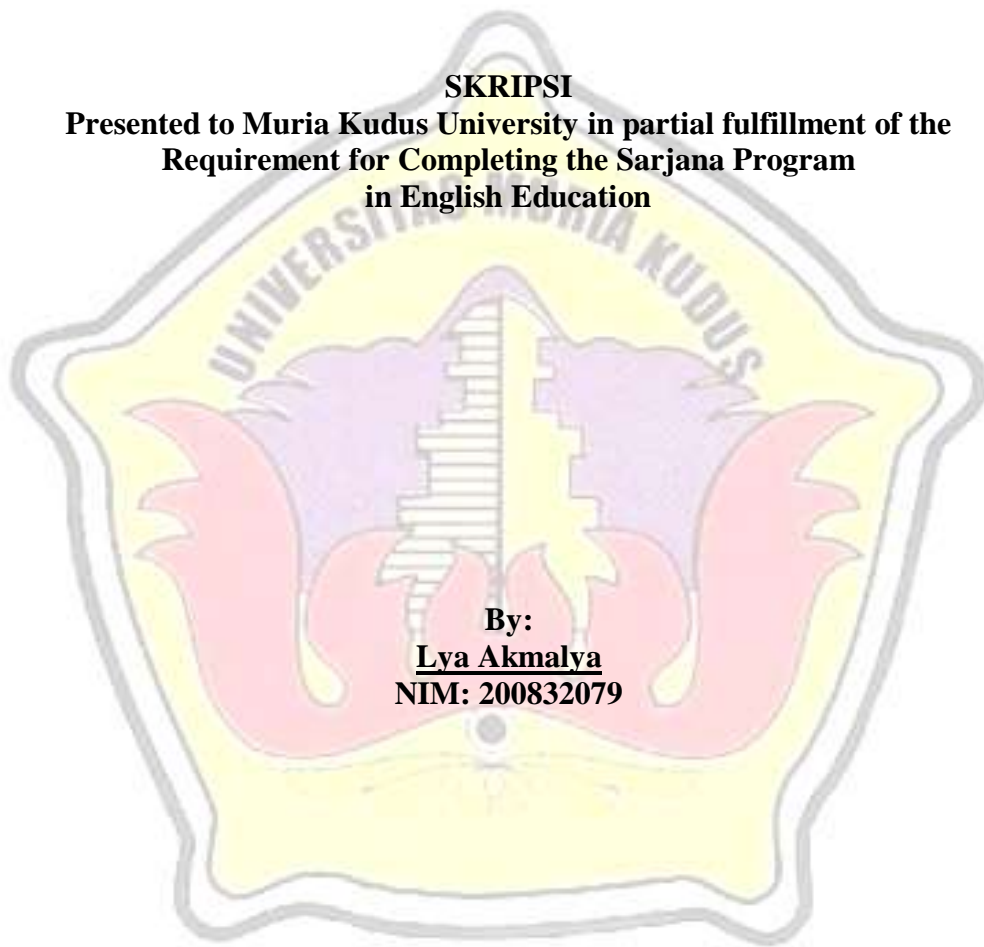
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NIM. 200832079**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2012**

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TEACHER FOR SEVENTH GRADE STUDENTS OF SMPN 2 KAYEN  
PATI IN THE ACADEMIC YEAR 2011/2012**

**SKRIPSI**

**Presented to Muria Kudus University in partial fulfillment of the  
Requirement for Completing the Sarjana Program  
in English Education**



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2012**

## ADVISORS' APPROVAL

This is to certify that the skripsi of Lya Akmalya (2008-32-079) has been approved by the advisors for further approval by the examining committee.

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## MOTTO AND DEDICATION

- ❖ Positive thinking is a way to khusnudhon into Allah
- ❖ Only remind into Allah, heart be calm (Ar Ro'ad)



This skripsi is dedicated to:  
My beloved mother, father, family  
All of my best friend in UMK

## ACKNOWLEDGMENT

Glory and praise is to the almighty Allah, the lord of the universe, who has giving me mercy and blessing, so I can accomplish this skripsi entitled “The Analysis of Formative Test Prepared by the English Teacher for Seventh Grade Students of SMPN 2 Kayen Pati in the Academic Year 2011/2012”. Therefore, I would like to express my deepest gratitude to Him by saying Alamdulillahirobbil’alamin.

This skripsi is accomplished with the grade assistance of others. Here, on this occasion, I also would like to express my appreciation to:

1. Drs. Susilo Raharjo M, Pd as the dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Fitri Budi Suryani, SS, M.Pd as the head of English Education Department.
3. Drs. Suprihadi, M.Pd as the first advisor who has advised and helped in completing this skripsi.
4. Mutohhar, S.Pd, M.Pd as the second advisor who has patiently guided me in finishing this skripsi.
5. Ruqayah, S.Pd, M.Pd as the principle of SMPN2 kayen that has allowed me to take the data to complete my skripsi.
6. The English teacher and the student of SMPN 2 Kayen at seventh grade.
7. My beloved parents (Imro’ah and Muchsan) who have been giving me a wonderful love and affection.



8. My beloved brothers (Muchtar and Mujib) and family who always give me support.
9. Someone special that usually I call him “Abi” who always raises my desire to finish my skripsi.
10. My Best friend (Isti Ma’rufaton, iis, nurus, nina)
11. All my friends in TigakomA theatre (Beni Dewa, Penceng Atmaja dkk)
12. All my friends in Muria Kudus University.

I realize that my skripsi might be far from being perfect. Therefore, I apologize for any mistake made in this skripsi and will happily welcome any constructive criticism and suggestion. I do really hope this skripsi will be useful for its readers.

Kudus, September 012

Lya akmalya

## ABSTRACT

Akmalya, Lya. 2012. *"The Analysis of Formative Test Prepared by the English Teacher at Seventh Grade Student in the Academic Year 2011/2012"*. Skripsi: English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Advisor (i) Drs. Suprihdi, M.Pd, (ii) Mutohhar, S.Pd, M.Pd

**Key words:** formative test, empirical validity, reliability, difficulty level, discrimination power.

People need means of communication called a language to express their mind, wishes, and ideas to fulfill their need by using it. Based on the new curriculum (KTSP) the teaching program separated in three types of evaluation in one semester. Each term is ended with a test. The test is intended to measure the degree of success of the teaching.

The objectives of the research are (i) To find out the empirical validity of the formative test prepared by the English teacher at seventh grade student of SMPN 2 Kayen in the academic year 2011/2012. (ii) To find out the reliability of the formative test prepared by the English teacher at seventh grade student of SMPN 2 Kayen in the academic year 2011/2012. (iii) To find out the difficulty level of the formative test prepared by the English teacher at seventh grade student of SMPN 2 Kayen in the academic year 2011/2012. (iv) To find out the discrimination power of the formative test prepared by the English teacher at seventh grade student of SMPN 2 Kayen in the academic year 2011/2012.

This research is a descriptive research. The writer attempts to describe the validity, reliability, and difficulty level and discrimination power of the formative test prepared by the English teacher at seventh grade student of SMPN 2 Kayen in the academic year 2011/2012. The data that use is the result of the formative test prepared by the English teacher at seventh grade student of SMPN 2 Kayen in the academic year 2011/2012. And data source of this research is the student of SMPN 2 Kayen at seventh grade in the academic year 2011/2012.

Based on the calculation the formative tests prepared by the English teacher at seventh grade student of SMPN 2 Kayen in the academic year 2011/2012 are: (i) The empirical validity of the first formative test is 0, 79 and the second formative test is 0, 83, so the empirical validity of those formative test can be categorized into valid. (ii) The reliability of the first formative test is 0, 88 and the second formative test is 0, 61, so the reliability of those formative test can be categorized as reliable. (iii) The difficulty level of the first formative test there is 4 difficult items, 11 moderate items, and 9 easy items. So the first formative test categorize as moderate. The second formative test there is 3 difficult items, 18 moderate items, and 4 easy items. So, the second formative test categorize as moderate. (iv) The discrimination power of the first formative test there is 5 items that should be revised and 2 items that should be discarded or revised. And the



second formative test there is 8 items that should be revised and 2 items that should be discarded or revised.

Finally, the writer hopes the result of this description can be useful for English teacher as an example or reference in analyzing other test items. And encourage other teacher to do the research on the same subject.



## ABSTRAKSI

Akmalya, Lya. 2012. *"Analisis Formative Tes yang Dibuat Guru Bahasa Inggris Kelas Tujuh SMPN 2 Kayen Tahun Ajaran 2011/2012"*. Skripsi: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (i) Drs. Suprihdi, M.Pd, (ii) Mutohhar, S.Pd, M.Pd

**Kata kunci:** tes formative, validitas empirikal, reliabilitas, tingkat kesukaran, daya pembeda.

Orang-orang membutuhkan komunikasi yang disebut sebuah bahasa untuk menyatakan pikiran mereka, keinginan dan ide-ide untuk memenuhi kebutuhan mereka dengan menggunakan bahasa. Sesuai dengan kurikulum KTSP program pembelajaran dibagi menjadi dua semester. Setiap semester diakhiri dengan test. Test tersebut dimaksudkan untuk mengukur keberhasilan sebuah pengajaran.

Tujuan dari penelitian ini adalah (i) untuk mencari validitas formative tes yang dibuat guru bahasa inggris kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012. (ii) untuk mencari reliabilitas formative test yang dibuat guru bahasa inggris kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012. (iii) untuk mencari tingkat kesukaran formative test yang dibuat guru bahasa inggris kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012. (iv) untuk mencari daya pembeda formative tes yang dibuat guru bahasa inggris kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012.

Jenis penelitian ini adalah deskriptif. Peneliti mendiskripsikan validitas, reliabilitas, tingkat kesukaran dan daya pembeda formative tes yang dibuat guru bahasa inggris kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012. Data yang digunakan adalah hasil dari formative test yang dibuat guru bahasa inggris kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012. Sumber data dari penelitian tersebut adalah siswa kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012.

Sesuai perhitungan, hasil dari formative tes yang dibuat guru bahasa inggris kelas tujuh SMPN 2 Kayen tahun ajaran 2011/2012 adalah sebagai berikut: (i) hasil validitas empirikal dari formative tes pertama adalah 0, 79 dan formative tes kedua adalah 0, 83. Jadi validitas empirical dari formative tes tersebut dikategorikan valid. (ii) hasil reliabilitas formative tes pertama adalah 0, 88 dan formative tes kedua adalah 0, 61. Jadi hasil reliabilitas dari formative test tersebut dikategorikan reliable. (iii) tingkat kesukaran pada formative tes pertama sebagai berikut: terdapat 4 butir soal yang sulit, 11 butir soal yang sedang, dan 9 butir soal yang mudah, jadi formative tes pertama dikategorikan sebagai soal yang sedang. Pada formative tes kedua terdapat 3 butir soal yang sulit, 18 butir soal yang sedang, dan 4 butir soal yang mudah, jadi formative tes kedua dikategorikan sedang. (iv) daya pembeda dari formative tes pertama terdapat 5 butir soal yang harus direvisi dan 2 soal yang harus diganti atau direvisi. Pada formative tes kedua terdapat 8 butir soal yang harus direvisi dan 2 soal yang harus diganti atau direvisi.

Akhirnya, penulis berharap agar penelitian ini bisa berguna untuk guru bahasa inggris sebagai contoh atau referensi dalam menganalisis butir soal yang lain. Dan menyemangati guru lain untuk melakukan penelitian pada subjek yang sama.



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